INSTRUCTIONAL PACKAGE

ART 101
Art History and Appreciation

Effective Terms
Fall 2023, Spring 2024, Summer 2024

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2022-2023

COURSE PREFIX: ART 101   COURSE TITLE: Art History and Appreciation

CONTACT HOURS: 3   CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

ART 101 is a formal and historical survey of traditional visual and tactile "fine" art in western culture. The student will demonstrate a working knowledge of the facets of Western achievement and culture through the focus of art. The student will build upon present experiences through a program of private and seminar viewing, reading, and research, together with the examination of historical periods, significant artists and their works, and the function of the visual and tactile elements in art. This course satisfies college-level general educational requirements as well as establishes an adequate foundation for art studies at a more advanced level.

COURSE DESCRIPTION:

This is an introductory course to the history and appreciation of art, including the elements and principles of the visual arts.

PREREQUISITES/CO-REQUISITES:

COMPASS Reading 65 and COMPASS Writing 31) or (ACCUPLACER Reading Comp 056 and ACCUPLACER Sentence Skills 058) or (New ACCUPLACER Reading Comp 235 and New ACCUPLACER Sentence Skills 235) or (COMPANION Reading 056 and COMPANION Sentence Skills 058) or Multiple Measures English 1 or SAT Critical Reading 380 or (ACT English 12 and ACT Reading 14) or (Credit level ENG 100 Minimum Grade of C* or Credit level ENG 032 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC) or (ASSET Reading 45 and ASSET Writing 45)

*****Online/Hybrid** courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

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Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.
Access to myHGTC portal for student self-services.
College email access – this is the college's primary official form of communication.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette.](#)

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Art is.
Competency: The student should recognize, describe, analyze, and explain what art is and the functions and value of art. Specifically, the student should be able to
- discuss the functions and the purposes of art.
- identify categories of discussion about art such as forms of art, styles of art, etc.
- analyze how art is part of an individual's and/or culture's existence.
- evaluate the criteria that define fine art (the philosophy of aesthetics).

Possible Assessments: Discussions/quiz/exam/paper/projects

The Language of Visual Experience
Competency: The student should recognize, describe, analyze and explain the visual elements, the principles of design, the principles of style, and the evaluation and criticism associated with the study of art. Specifically, the student should be able to
- list, define, and understand the visual elements and principles of design as the foundation of an artwork.
- realize how an artist utilizes the visual elements to express his feelings or to communicate.

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- discover how an artist uses the principles of design to organize the elements within a composition.
- build a vocabulary of art terms in order to talk about art.
- identify how different styles of art happen based on the time period, the culture, and the individual.
- develop skills to objectively critique works of art (describe, analyze, interpret, judge) • recognize iconography.

Possible Assessments: Discussions/quiz/exam/paper/projects

The Media of Art: Two-Dimensional Arts
Competency: The student should recognize, describe, analyze and explain the key elements of drawing, of painting, of printmaking, of camera arts, computer imaging, and graphic design and illustration. Specifically, the student should be able to
- comprehend the vocabulary associated with each form of art.
- analyze and compare the media and techniques of each form of art.
- discuss the functions of each form of art.
- examine historic and artistic innovations and achievements of each form of art.
- discuss careers related to each form of art.

The Media of Art: Three-Dimensional Arts
Competency: The student should recognize, describe, analyze and explain the art of sculpture, of crafts, of media such as clay, glass, metal, wood and fiber, and of architecture and environmental design. Specifically, the student should be able to
- comprehend the vocabulary associated with each form of art.
- analyze and compare the media and techniques of each form of art.
- examine the functions of crafts, sculpture, architecture, and environmental art.
- survey historic and artistic innovations and achievements of each form of art.
- discuss careers related to each form of art.

Possible Assessments: Discussions/quiz/exam/paper/projects

Art as Cultural Heritage
Competency: The student should recognize, describe, analyze and explain the major works and significant artists/schools of art from Prehistoric to Early civilization, Ancient through Medieval, the major works and significant artists/schools of Renaissance and Baroque, the traditional arts of Asia, of the Islamic world, of Africa, of Oceania, and of the Americas, together with the historical and inter-cultural perspectives of the periods.

From the Earliest Art to the Bronze Age
- comprehend the role of the artist in prehistoric society.

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- understand the relationship of art to the physical environment.
- locate geographically and describe the art work. The Classical and Medieval West (Mesopotamia, Egypt, Greece, Rome, Early Christian, Byzantine, Romanesque, Gothic)
- comprehend the role of the artist in the society.
- understand the relationship of the art with the culture and time period (historically, aesthetically, and functionally.
- locate the cultures geographically.
- describe, analyze, and interpret the various forms of artwork in each period before making a judgment about the artwork.
- discuss and compare the media, techniques, and styles used.
- use appropriate "art" vocabulary to talk about the art.
- recognize and identify major artwork of each period.
- identify characteristics of the art of each period.
- survey innovations and achievements of each period.

Renaissance, Baroque, and Rococo Europe
- comprehend the role of the artist in the society.
- recognize the philosophic ideas that characterize the Renaissance, Mannerism, the Baroque, and Rococo.
- identify major art and artists of the Renaissance in Italy and in Northern Europe.
- recognize and identify major art and artists of the Baroque and Rococo periods.
- understand the relationship of the art to the culture and the time period (historically, aesthetically, and functionally); i.e., why visual art changes.
- locate the European countries involved geographically.
- use appropriate "art" vocabulary.
- survey characteristics of the art, and innovations and achievements of the art of these years.

Traditional arts of Asia, of the Islamic world, of Africa, of Oceania, and of the Americas:
- survey traditional forms and styles of Asian art, art of the Islamic world, of Africa, Oceania, and the Americas.
- gain an understanding of the historical and cultural events that have influenced Asian art, art of the Islamic world, of Africa, Oceania, and the Americas.
- list characteristics of the traditional art of each of these areas.
- compare the terms "primitive art" and "art" as used in Western definitions.
- locate the cultures geographically.

Possible Assessments: Discussions/quiz/exam/paper/projects

The Modern World
Competency: The student should recognize, describe, analyze and explain the major works and significant artists/schools of the years from the late Eighteenth Century through Postmodernity, together with the historical and inter-cultural perspectives of the periods.

Late Eighteenth and Nineteenth Centuries (Neoclassicism, Romanticism, Realism, Impressionism, Postimpressionism)
- chronicle the various events, ideas, and motives that inspired the art styles (socially, culturally, historically) of the late 1700 and 1800s.
- recognize and identify major artists and their works.
- list unique characteristics and choices of subject matter for each of these periods. Early Twentieth Century (Fauvism, Expressionism, Cubism, Futurism)
- chronicle the different happenings, ideas, concepts, and motives that inspired the art styles (socially, culturally, historically) of these years.
- recognize and identify major artwork, artists and their contributions through their works.
- list unique movements and the characteristics and choices of subject matter of each major sub-style.

Between World Wars (including Dada, Fantasy, Surrealism, etc.)
- chronicle the different happenings, ideas, concepts, and motives that influenced the art styles and movements (socially, culturally, historically) of these years.
- recognize and identify major artists and their contributions through their works in terms of styles, subject matter, innovations, and inspiration.
- list unique movements and the characteristics of each.

Postwar Modern Movements in the West (including Abstract Expression, Pop Art, and others)
- discuss the social and cultural influences on the art movements of this time and analyze how artists expressed them.
- identify the unique stylistic characteristics and choices of subject matter by major artists of this time.
- recognize and identify major art and artists.
- understand why the art centers of the world were located in various places over the years and why locations changed.
- use appropriate "art" vocabulary to identify styles, media, techniques, composition, use of elements and principles, and purpose.

Possible Assessments: Discussions/quiz/exam/paper/projects

Postmodernity and Global Art

Competency: The student should recognize, describe, analyze and explain the major works and significant artists/schools of these years of diversity together with the historical and inter-cultural perspectives of the period. • examine the posture of Postmodern artists toward the established definition of art, the pluralism of styles, and the expanded possibilities of art in communicating social concerns. • identify and analyze how works by specific artists address concerns that respond to a global art world. • survey innovations and achievements. • compare and contrast artistic styles from different historical periods and cultures. Possible Assessments: Discussions/quiz/exam/paper/projects *Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

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Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests (1-5 including Final Exam)	30-50%
Critique Exercises	10-15%
Critique Papers	10-15%
Projects/Assignments	15-20%
Quizzes	10-20%
TOTAL	100%

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:

This course adheres to the College's 10-point grading scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of

that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following <u>free</u> resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the Online Resource Center (ORC) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the Library website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

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DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator or designee.

>   *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

> **Dr. Melissa Batten, VP Student Affairs**
> *Title IX, Section 504, and Title II Coordinator*
> Building 1100, Room 107A, Conway Campus
> PO Box 261966, Conway, SC 29528-6066
> 843-349-5228
> Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources
Affirmative Action/Equal Opportunity Officer and Title IX Coordinator
Building 200, Room 205B, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu